**Course-based Embedded Hours Internship Log**



**Lamar University – M.Ed. in Educational Technology Leadership**

## Course-based Embedded Hours Internship Log

***Directions:*** In submitting your Course-based Embedded Assignment Log for each Assignment in Appendix H of the Internship Handbook, you are required to reflect on the assignments by completing a reflection in your course wiki/e-portfolio that should contain a minimum of 300 words. These logs will be used to assist you in completing your EDLD 5388 Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix H |
| **Course EDLD 5306** | **Concepts of Educational Technology** | **12** |

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| Description of theAssignment(see Appendix H) | **A.** Students complete technology/leadership assessments and summarize (1) key ideas of the Texas Long-Range Plan for Technology in a table format, (2) the four strands of the Technology Applications TEKS and (3) two objectives/skills required in each of the four domains for a selected grade cluster.  **B.** Analyze Texas STaR Chart data, create a presentation for faculty on results, post the presentation to blog site where you also write 250-word opinion piece on one of the four areas of Texas Long Range Plan for Technology. Include (1) Description of the area. (2) Progress in the area (include local, state, and national progress. (3) Trends in the area (include local, state, and national progress. (4) Your recommendations for improvement in the area.  **C.** Create a wiki reference document. |
| PersonalReflection/Learning:Focus reflection on the Technology Facilitator Standards and Performance Indicators. Use textbook references as well as two additional references. (Minimum of 250 Words) | To be perfectly honest, I had very few preconceived visions for this course. My primary goal was the complete the work in a quality manner, gain an understanding of what lies ahead for the remainder of the program, get a good general idea of the program, and finally gauge my interest in the subject. If the question is: did I achieve these outcomes? The answer would be a resounding, yes! I do feel that I completed the course work in a quality manner. My knowledge of the focus of the program is firmly embedded in my mind. Many of the subjects covered in the course, I already had a fair understanding, but “The Long Range Technology Plan”, “The Star Chart”, and NET\*S were only vague references. They will now be a frequent reference. Quit possibly the most alarming discovery from this course was what I discovered about my own school district. I discovered that my district is very lax in its efforts to reach the “Texas Long Range Technology Plan”. We are actually regressing.    The outcome of this class is definitely relevant to the work I do in my school. I am not the IT guy or the network administrator, nor am I the technology coordinator. I am the technology teacher. The outcome for this class has placed a new found responsibility on me to see that technology use in the classroom at my school is increased. I can through example become the leader in technology applications in education. I can set the example of engaging the students in the use of technology. I can help the teachers and administration become more aware of the goals set out by the “Texas Long Range Technology Plan”. This new responsibility will help me to aid other educator in the different ways they can integrate technology into their classroom and further engage their students. On a daily basis, I have teacher coming to me about technology issues. This will give me great opportunities to share with them additional uses of technology.    The only outcome that I feel I did not achieve, is getting other teachers involvement into the whole technology implementation idea. My reference on this is the wiki project. Getting teachers to be involved was like pulling teeth. A couple of them showed some interest, but very little. The others, I had to go and physically join them to the wiki. And then, I could not get them to respond. This seems to be a huge obstacle to overcome in the future. It seems that so many teachers are just stuck in their own routines and do not want to branch out and change. Maybe, they fear what they don’t know and understand, or are just not educated on the benefits. I quizzed many of my students and they shared the vision set out in this course. They all said they were bored in school. They all agreed that future implementation of technology in their classes would help with their boredom and future engage them in their learning. |

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix H |
| **Course EDLD 5333** | **Leadership for Accountability:** | **10** |

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| Description of theAssignment(see Appendix H) | **A.** Students use state data and measure campus performance against the state standards. Target one area of strength at the campus and two areas of weakness.  **B.** Create an action plan for the campus. Develop an agenda for a professional development day that addresses the targeted campus needs and include a timeline for follow-up professional development. |
| PersonalReflection/Learning:Focus reflection on the Technology Facilitator Standards and Performance Indicators. Use textbook references as well as two additional references. (Minimum of 250 Words) | Due to the small size of Sundown I.S.D., we have one Site Based Decision Making Committee for the entire district. It is called the District Wide Decision Making Committee (DWDMC). The committee addresses many issues, such as, the school calendar, complaints, and recommendations regarding the new school programs, development of the District Improvement Plan, and district staff development.  The committee is made up of the state required membership…teachers, principals, superintendant, athletic director, a school board member, parents, community members, business representative, two high school students, and one auxiliary staff member. The committee meets six to eight times a year, or on an as-needed basis.  The meetings are generally not overly structured. The group is a very cohesive group and most decisions are reached by consensus. As for conflict resolution…there has never been a need, as per the three representatives I spoke with. Emily King said, “We always come to agreement.” There has only been one complaint in the last several years. That complaint came from a parent this year. The issue was resolved by the committee with a minor addition made to a “school performance questionnaire” that is sent out to parents every year.  The information I received was basically what I understood about a site-based committee’s functions and responsibilities. The only thing that surprised me a little…no disagreements and very few complaints.  Campus improvement must begin with reliable data and data disaggregation. The annual A.E.I.S. report is not and should not be the only source for data. Relying only on this data, does not tell the whole story. Once data is broken down broken down and patterns can be determined, it is then possible for a school to create and implement an effective improvement plan that will serve a purpose and not just be another report. Once the plan is appropriately implemented, it can take a school to the level of continuous improvement.  Once the improvement plan is implemented, the next step is continual evaluations of the plan. There should never be complacency. No matter how good your scores are, there is always room for improvement. The continuous use of professional learning communities will help keep the fire going. An area of focus should be, keeping the students as well as the teachers motivated. A principal should regularly meet with the communities, and express his/her interest and involvement in seeing progress being made. |

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix H |
| **Course EDLD 5368** | **Instructional Design** | **15** |

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| Description of theAssignment(see Appendix H) | Candidates will create online learning experiences to include Web 2.0 resources, assistive technologies and best practices for online learning. |
| PersonalReflection/Learning:Focus reflection on the Technology Facilitator Standards and Performance Indicators. Use textbook references as well as two additional references. (Minimum of 250 Words) | Knowing how to design and implement online learning is vital to implementing online learning in a school. Online learning or putting a course online is beneficial in many ways. I work in a small school where students are involved in a multitude of extracurricular activities, but the class requirements are not compromised. When speaking with the administrators in my high school, the “anytime, anywhere” access to the class was the most desired benefit of placing a course online. Students who do not attend the class due to extracurricular activities or other reasons can easily access the class requirements from virtually any place and anytime.  A technology administrator who has the knowledge and understanding of online education can help other teachers develop online content that will keep the student involved in the class work even when they are unable to attend the traditional classroom. Another huge benefit is helping students develop good self-discipline practices. There are other rationales for developing online learning ranging from improving the quality of learning, to reducing costs, to preparing students better for a knowledge-based society, to collaborative learning across the world.    I personally am excited about the course I designed and the different ways I will be able to apply, develop, and expand it. The unit I developed will be used in all but one of my five classes. I plan to further develop the class to include all units in all classes in all courses. I realize the hard work is ahead. Putting the classes online the first year will be a daunting task, but once completed only minor adjustments and revisions will be required in the following years. I see this as being an excellent way to free up my time as an instructor to be able to give more individual attention to students in need. Another great benefit will be organization. An online course must be organized to be effective. Students need to be able to access any necessary material related to the course through the online course. If properly organized, there is no question about due dates, assignments, and etc.  According to the “Texas Long Range Plan for Technology”, Texas educators are mandated to integrate technology into the curriculum. Even though I feel we are mandated to integrate technology, I will do it because I feel it is the best way to engage the 21st Century learner. As previously mentioned, I plan to integrate more technology into my curriculum. I desire to not just teach technology but to also teach with technology. I plan to model project-based, constructivist learning principles. In the role of technology coordinator, it is vital that the coordinator model technology use with teachers and teacher in return model technology use with students. Sprague et al. (1998) suggested that effective models for the purpose of teaching technology use to faculty should include five components: (a) awareness of the potential technology can offer, (b) opportunity to explore technology integration possibilities, (c) time to master learning the technology, (d) applying the technology to teaching, and (e) reflecting on teaching. This is the outline of the progression of technology use in the classroom.  I do have a few questions or concerns in regard to the implementation of increased technology use in the classroom. What changes will be required in the infrastructure of the current school network to handle the increase in network use? How much bandwidth will be required? What will be the cost of needed upgrades? Possibly the most difficult question to answer will be, How do we sell the current faculty on increased technology use? When testing the unit I built on Schoology, I immediately encountered difficulties with bandwidth issues. I had four of eight students viewing a required online video. The internet began to crawl. If this is an issue for this limited amount of use, I can only imagine the difficulties when 50 or more students are trying to access streaming video. Technology infrastructure in schools has not reached an acceptable measure of reliability in order to accommodate higher demand. Students have accepted technology and has embraced its use. Teachers(Digital Immigrants) on the other hand are slow to accept its use. This is a battle a good technology coordinator can take on and win.  As mentioned before, I am excited about what I have learned in this course. Being able to put my classes online and making them available to my students anytime, anywhere is extremely valuable. I plan to put as many of my classes as possible online for my students. This will enable my students who miss class, for various reasons, to be able to access the class and stay caught up with their work. This will in turn, free up more time for further content exposure. Good organization is key to having a successful online class, not only on the teachers part but the student’s side as well. I will not only incorporate online learning in my classes, but encourage other teachers to do the same. I feel it will be my responsibility to educate other teachers on the mechanics and advantages of online learning. I also learned that Schoology is a better platform than Moodle for developing online classes.  Marra, Rose M. (2004). An Online Course to Help Teachers “Use Technology to Enhance Learning”: Successes and Limitations, Retrieved May 11, 2010 from <http://www.editlib.org/f/11463>  Prensky, Marc (2001). Digital Natives, Digital Immigrants Part 1, V9, Number 5, Retrieved May 11, 2010 from <http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>  Educational Technology Advisory Committee(2002). Long-Range Plan for Technology, 2006-2020, Retrieved May 12, 2010 from <http://ritter.tea.state.tx.us/technology/lrpt/LRPTCompleteDec06.pdf> |

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix H |
| **EDLD 5365** | **Web Design** | **14** |

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| Description of theAssignment(see Appendix H) | **A.** Using available resources, update and seek approval for the “Acceptable Use Policy” for your school /or district. Include policy related to the web that addresses the security, legal, and ethical issues.  **B.** Plan, design, and develop a web site for teacher professional development for teachers and parents focusing on assistive technologies. |
| PersonalReflection/Learning:Focus reflection on the Technology Facilitator Standards and Performance Indicators. Use textbook references as well as two additional references. (Minimum of 250 Words) |  |

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix H |
| **EDLD 5363** | **Video Technology and Multimedia** | **15** |

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| Description of theAssignment(see Appendix H) | **A.** Plan and design a 6-hour professional development activity for eight to ten teachers in your district. They will each create a digital story that they can use as a model for their students. The group should first create a rubric for evaluation of the digital stories. Each teacher should create a script, storyboard, and a video with digital images. They should narrate the script and add background music. Each teacher will present and evaluate their own product. The digital stories should be related to core curriculum standards.  **B.** Create a video podcast for parents and community partners. Capture and integrate sound, video, and digital images; create RSS feeds; and publish the final product on the web. Use short teacher and student interviews to focus on 21st century technology for engagement and achievement |
| PersonalReflection/Learning:Focus reflection on the Technology Facilitator Standards and Performance Indicators. Use textbook references as well as two additional references. (Minimum of 250 Words) | Before beginning the course, I honestly did not have many preconceived ideas of what we would be doing in the class. I really felt like the class would be more technical in nature. Video technology is very technical. I expected us to cover video formats, codecs, audio formats, bit rates, drop frames, and other technical information. I did anticipate that we would produce a video of some sort. I was excited about that prospect. We did create a video, but collaboratively with others in the class. Video projects should be done in groups because of the nature of the project, but creating a video with a group who are great distances apart was a very difficult challenge. Communications were difficult compared to actually creating a video together in person. Considering the obstacles, the final product was good, although there are many ways in which it could be improved. I could not say that the outcome of the class was as I envisioned, but overall it was a successful class.  We created a video about the dangers of texting and driving. If taken in that context, the work we did in this class is definitely relevant to the work we do in our school. As for what I learned in this class, it is definitely relevant because producing and editing videos for my school is something I currently do for our school and our students. Unfortunately, I did not do anything in this course that I have not already done in some form or fashion. I realize that I am more than likely an exception in this class. Even though I have already done many of the tasks done in this class, it is always good to do more. It always strengthens one’s skills. About half of the videos I do, I collaborate with others. The other half are very simple videos done alone. I do agree that in order to produce an involved and quality video collaboration with other is vital.  In considering what outcomes we did not achieve, we for the most part achieved what we set out to do. We collaborated and all members of the group contributed to the final production. Time was a huge obstacle in creating the quality of video I would desire. Editing video and creating effects, transitions, voiceovers, and shooting good video takes a great deal of time and effort. Many times a desired shot needs to be reshot many times in order to achieve the desired result. This class did not allow that luxury. Another obstacle was the collaboration with others. All things considered, our group did a very good job of collaborating, but nothing can replace face to face contact. Personal face to face contact cannot be replaced electronically. When working collaboratively it is essential to learned each other’s personality and talents. To me it is like the difference in blowing a kiss and actually giving a kiss and hug. There is just no comparison.  I feel I was successful in completing the course assignments. I do not feel they were completed with the quality I would prefer. There were several obstacles that prevented me from completing the assignments in the manner in which I would prefer. First, I felt that the assignments were confusing. Having two different assignments in week two and it not being made clear as to which one to follow, created a great deal of confusion and frustration. If learning to use electronic resources to collaborate was the intention of the group work, then that was successful. If the intention to collaborate in an effort to create a quality video, then that was a failure in my opinion. As mentioned above, quality collaboration in producing a video is best done in person and using electronic mean of communication as an additional tool. If given the time, there are several things about the assignment I would prefer to have done differently.  I learned a great deal from this course, but very little of it was about creating audio or video. I learned that I am not very patient with others. I am not a procrastinator and am not very tolerant of procrastinators. I do feel I am a good leader, because I take charge and want to see that everything is done. One of my many faults is not being patient with others. If other members of my team are not doing their job or not doing it in a quality manner, rather than confront them, I just do it myself. That can probably be construed as not being a team player, which is probably true. I am learning more about the use of wikis and blogs, but the video and audio elements of this class was nothing new to me. As for my attitude…it is not what it should be. When I normally do a project, I take my time and do, redo, and redo again, constantly making improvements. Because of the shortness of this class, my attitude was…just get it done. |

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix H |
| **EDLD 5366** | **Digital Graphics, Animation and Desktop Publishing** | **12** |

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| Description of theAssignment(see Appendix H) | Design and produce a four-page newsletter for your school. Each page should be standard 8.5”x11”. The pages must be numbered and show a consistent design theme throughout. You must design your newsletter with columns, but the shape and size of these columns is up to you. The newsletter should serve an obvious function. The essential design problem is to create a layout that provokes an appropriate response. Basic design principles should be followed – contrast, repetition, alignment, and proximity – and each page should present a graphically pleasing layout. The newspaper should contain contact |
| PersonalReflection/Learning:Focus reflection on the Technology Facilitator Standards and Performance Indicators. Use textbook references as well as two additional references. (Minimum of 250 Words) | The traditional methods of text book and chalk board are like living in a one dimensional world. It limits our teaching, our learning, and our creativity. Technology and multimedia gives us the ability to expand our learning, teaching, and creativity. “Research has shown us that the brain processes information using two channels-visual and auditory. When information is presented using both channels, the brain can accommodate more new information. By taking advantage of this multimodal processing capability and technology-based tools, we can dramatically enhance student learning through multimedia instruction.” (SEG Research, 2008) Upon evaluating this class at the beginning, I realized that the project were things I had already done many times. This is even a class I have taught on the high school level. What really opened my eyes in this class was how valuable multimedia is to the 21st Century learner. The audio and visual components of animations and multimedia escalate the students learning in a way that no other medium can. It has become evident to me that we must not only walk away from the traditional text book and chalk board, but run away as fast as we can. We as educators must develop learning that communicates to the 21st Century learner. We must learn their learning language in order to best serve their learning needs. Possibly the biggest and most valuable use of multimedia in learning is the ability to incorporate learning into games. “Schools have typically responded to adolescent’ identity exploration and wandering attention by increasing behavioral controls and decreasing the complexity of cognitive tasks assigned, creating a mismatch between adolescents’ developmental and the school learning environment (Eccles, et al. 1993). This is great case of turning lemons into lemonade. Teachers are constantly battling to keep students from playing games on their computers. Computer learning games gives us as educators the opportunity to incorporate learning into something that students already enjoy doing. Interactive learning games are perfect for education. They engage the student in an environment that the students are comfortable. It also incorporates audio and visual learning modes. How do we meet the needs of the diverse learner? The answer is very simple…technology. “Technology can help you tailor instruction to meet the needs of all students by allowing changes to: content, channels of input, and means of output.” (RTEC 2004) Special education students have a great deal to benefit by the customizable learning ability that technology gives the teacher. Technology gives the educator so many different ways to customize the special education student’s learning. For example…talking text for a visually impaired student or visual graphics for the hearing impaired student. The list could go on and on. Technology may not be able to create a perfect level learning field, but it does enable special education teachers the ability to level the field better than they have ever been able to before.  This could possibly be the most important class I have taken so far when it comes to helping me create an engaging and interactive learning environment for students.   SEG Research, (2008), Understanding Multimedia Learning: Integrating multimedia in the K-12 classroom, p. 1, retrieved from: http://www.brainpop.com/new\_common\_images/files/76/76426\_BrainPOP\_White\_Paper-20090426.pdf   Halverson, Richard (2005). What Can K-12 School Leaders Learn from Video Games and Gaming?. p. 7, retrieved from http://www.innovateonline.info/index.php?view=article&id=81   RTEC, (2004). Technology Tips for Differentiated Instruction. Retrieved from http://www.westedrtec.org/techtips. |

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix H |
| **Course EDLD 5364** | **Teaching with Technology:** | **12** |

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| Description of theAssignment(see Appendix H) | A. Demonstrate skills to support teachers as they implement curriculum plans to integrate technology to enhance student learning. Candidates will collect and analyze data from teachers related specifically to student learning.  B. As campus professional development activity, create a wiki-based study group with 8 teachers leading and support teachers who each create a lesson using Universal Design for Learning at the CAST Lesson Building at <http://lessonbuilder.cast.org/>, create a sample electronic book to share with your learning team members. Lastly, add a team reflection to your Google site about the process of creating an electronic book. |
| PersonalReflection/Learning:Focus reflection on the Technology Facilitator Standards and Performance Indicators. Use textbook references as well as two additional references. (Minimum of 250 Words) | The EDLD 5364 Teaching with Technology course seems to cut to the heart of the major focus and impact of an educational technology coordinator. This course gave me good focus on my responsibilities as a technology coordinator. I am currently a technology coordinator in my school district, but I am only starting to add the roles of responsibility exhibited in this class. I was not aware of the cast.org website and the Universal Design for Learning? The definition of the UDL is very much a definition of the responsibilities of my job. Universal Design for Learning is a set of principles for curriculum development that give all individuals equal opportunities to learn. (Cast, 2009) Following the UDL provided all students the resources to be able to learn.  In previous education classes the Madeline Hunter lesson plan format was the emphasized, but it only seemed to address a very select group of learners where the UDL lesson plan address the diverse learners and applies the various uses of technology. Maybe the Madeline Hunter lesson plan was appropriate for the day, but not as appropriate for the 21st century learner. This class has opened my eyes to what is required to reach all learning styles. As teachers, we want our learners be successful. The question, then, is how do we differentiate instruction to meet diverse learner needs? The challenge is how do we translate this into manageable teaching practices?(ITC , 2003)  It was a bit frustrating and difficult to break out of old habits and practices of creating lessons the way I previously learned, but after seeing the value of creating lessons that address the needs of the vast and diverse learner in the 21st Century, I am much more comfortable and confident that I can now create lessons that are much more effective and diverse.  My approach to creating the lessons in the class involved many strategies that would never have been used in the past. First of all was how I collaborated with others on the internet and shared ideas and solutions. Google was a very valuable resource. When an idea was developed, I was able to find images, stories, and even lesson plans previously developed by other teachers. I could take all these resources and develop a lesson that met the needs of my prospective students and customize the lesson to reflect my teaching style.  I am a visual and interactive learner. This learning style was perfect for the creation of the ebook. When I completed the ebook, I when through the book as if I was the student. I used the avatars the confirm and assess my comprehension. When I completed the book I have a thorough understanding of the book. I could totally understand the value of the visual and audio impact presented by the ebook. I was extremely pleased with my ebook and appreciated its value. Students can perform better on tests if they change study habits to fit their own personal learning styles.(Fleming, 2010) The ebook provides students the ability to use their own learning style to achieve better comprehension.  I have mixed emotions about how my learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, affected the results of my performance. Group projects will always have the same pitfalls. One or two members do most of the work. Even though we utilized modern technology methods to collaborate, still the work was unevenly balanced. There was a tremendous amount of guidance required to help other members complete their portion of the project. I personally would much rather work on my own or with only one other partner. I did receive some positive benefits from working in a group, but they did not outweigh the benefits of working alone. There is a time and place for group work, but I am not convinced this was one of them.  What questions or issues challenge me and are worthy of future research or investigation? This whole class and program are about technology and learning. Learning and technology are never ending. The questions and issues worthy of research and investigation are endless. I experience this in my current job not only daily but hourly. It has been said that information doubles every eighteen months, and technology is a major reason and contributor to that acceleration in information. This is the very reason that makes this profession so interesting. So when I ask what questions and issues are worthy of research and investigation…I have to say…EVERYTHING!  Cast. (2009). *About udl*. Retrieved from <http://www.cast.org/udl/index.html>  ITC, (2003, March). *Teaching to diverse learner needs*. Retrieved from [www.wested.org/cs/tdl/print/docs/tdl/home.htm](http://www.wested.org/cs/tdl/print/docs/tdl/home.htm)  Fleming, G. (2010). *Your learning style may be the single most important key to improving your grades.*. Retrieved from <http://homeworktips.about.com/od/homeworkhelp/a/learningstyle.htm> |

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix H |
| **Course EDLD 5362** | **Information Systems Management** | **10** |

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| Description of theAssignment(see Appendix H) |  |
| PersonalReflection/Learning:Focus reflection on the Technology Facilitator Standards and Performance Indicators. Use textbook references as well as two additional references. (Minimum of 250 Words) | **A.** Analyze district technology after completing interviews with at least two school administrators who are involved with the planning and budgeting of technology.  **B.** Students will evaluate and analyze a school district’s Student Information System, including the evaluation of total cost of ownership, feature set, ease of use, customer support, and training. |